DOCUMENT RESUME

ED 256 418 JC 850 194

AUTHOR Lechner, Ann
TITLE Academic Advisement Center Self-Study Report.
INSTITUTION Genesee Community Coll., Batavia, N.Y.
PUB DATE 84
NOTE 73p.
PUB TYPE Reports - Descriptive (141) -- Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Academic Advising; Community Colleges; *Educational Counseling; Program Evaluation; *School Holding Power; Self Evaluation (Groups); Testing Programs; Two Year Colleges; Withdrawal (Education)

ABSTRACT

A self-evaluation is provided of the Academic Advisement Center at Genesee Community College (GCC). Section I provides an overview of the center's development from its establishment in 1980, discusses results of a formal review of the center's work, and offers projections for the next five years. Section II describes the history of the program, the goals and objectives in developing a centralized advisement center and particular milestones in the center's development. Section III outlines the center's goals and objectives directed towards the ultimate goal of increasing the student's satisfaction with the institution and increasing the student's prospect of success at GCC. Section IV discusses the instruments used to measure the program's effectiveness including external evaluations and student evaluations of the center and its programs. Section V considers aspects of student/program interaction and outlines the role of the center's programs. Section VI reviews trends and issues related to student retention and enrollment. Section VII outlines the program's costs and sources of support. After section VIII highlights the center's relations with the off-campus community, section IX describes the operations and procedures designed to enhance program cohesiveness. The final section discusses the center's success in contributing to improved retention rates at GCC and describes some of the center's strengths and projections for the next 5 years. Appendices include the center's 5-year plan, job descriptions and performance objectives, and the advisement handbook for 1982-83. (HB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Ann Lechner

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)"

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☒ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

PRINCIPAL AUTHOR:

Ann Lechner
Director of Records, Advisement, and Scheduling

CONTRIBUTORS:

Patricia Wormley
Ruth Lang

READERS/EDITORS:

Debbie Hill
Paula Orenstein
Ted Quimby
Pat Burk

COVER:

Mike Garrett

TYPIST:

Kay Cargill

PRINTING:

GCC Duplicating

Table of Contents

		Page
I.	Introduction	1
II.	Program History	2
III.	Goals and Objectives	7
IV.	Program Effectiveness	12
V.	Student/Program Interaction	20
VI.	Student Enrollment and Retention	24
VII.	Program Support	27
VIII.	Community Relations	28
IX.	Program Cohesiveness	29
X.	Conclusions	30
XI.	Five-Year Plan	33
XII.	Appendices	

I. INTRODUCTION

The Academic Advisement Center is a relatively new development at Genesee Community College. Established in 1980, it is a visible outgrowth of the College's efforts to strengthen all student services at the institution.

This self-study comes at a crucial period of time for The Center. The Center has developed gradually over the past three years, undergone critical scrutiny by outside evaluators and the administration of the institution, and is now entering a maturing stage. During this second phase, the goals and objectives of the Center can become settled and the staff comfortable with the tasks to be completed. However, these objectives cannot be allowed to become petrified or perfunctory. The staff members of the Center now have the opportunity to creatively upgrade services, pursue new ideas, and expand upon skills already acquired through experience and education. By putting to paper a description of the Center's development, the staffing and procedural changes that have transpired, and the evaluation methods that have been used to date, we can address the effectiveness of the concept of a centralized system and determine objectives for the future.

Although this will be the first self-study to be completed by the Center, a formal review was conducted at the end of the grant funding period. The statement prepared by the external evaluator will be one of the items included in the study. Other items will include:

1. Discussion of the original goals and objectives as outlined in the proposal and the procedures that have been implemented to meet these goals.

2. Review and summary of a variety of evaluations that have been conducted since 1980.

3. Discussion of major areas of concern for the near future.

4. Discussion of how the Advisement Center's efforts relate to campus-wide retention efforts.

5. A five-year plan of action.

The long range plan has been the focus of our attention since our history is short and our direction obvious. This plan is a solidification of a variety of ideas, thoughts, what-ifs and brain storming sessions. Hopefully, they reflect a realistic response to felt needs.

II. PROGRAM HISTORY

The original plan for an Advisement Center was developed in 1979 as a part of a three-year SDIP (Strengthening Developing Institutions Program) Grant. The grant allowed funding for projects which strengthened "key services" to students, with the ultimate goal being an increased student retention rate for the institution. It was felt that as the institution developed programs and curriculur offerings that met the needs of the community, it must also develop services that would assist students making educational and career choices. The Admissions Office could bring in the new students, but faculty and staff had to be committed to creating a positive environment in which these students could successfully meet their objectives. Academic advisement was identified as an area of need, and the grant called for providing 50% of the salaries of two academic advisors beginning with the Fall semester, 1980. A detailed plan, including

a statement of specific goals and objectives, was approved in April, 1980, and two advisors were in place by July of that year. During the first half of the grant, the two advisors, supervised by the Director of Records, worked to organize the Center and develop a delivery system that would provide:

1. An orientation for incoming full-time students.
2. Good standing hearings, including a reworking of policies and procedures regarding contracts and follow-up contacts.
3. Graduation certification.
4. An early alert system to identify students having academic difficulties.
5. Exit interviews for withdrawing students.
6. Updating of curriculum worksheets (to be housed in the Center).
7. Transfer credit evaluation.
8. Administration of competency testing, where appropriate.
9. On-going advisement for students making career/curriculum choices, changing programs and planning semester schedules.

The implementation of a centralized advisement center meant a drastic change from past practice. Since its inception in 1967, Genesee Community College had maintained a faculty based system with program directors and

individual faculty members functioning as advisors. As a result of a Middle States review in 1976, the institution was urged to revise advisement services with an eye to improving the consistency of information being transmitted, increasing the availability of advisors and providing a more coordinated process. Shifts in student populations had created a situation where some faculty members were unable to spend the time required for adequate advisement, and information and procedures were handled by a variety of offices that functioned independently of each other. The Advisement Office had worked diligently to improve the delivery system, but as noted in the review, "Faculty, while noting an improvement in the system, still experience frustration and inefficiency. As the College increases the number of part-time instructors, the advisor/advisee ratio will rise. ....Advisors in career areas typically are overwhelmed while at the same time advisors in some liberal arts areas are underutilized." (pg.33)

A centralized Office of Advisement Services seemed to be a possible answer to these problems, and the SDIP funds gave the institution the opportunity to adopt the concept. Initially, there was some mistrust of the new system, especially from faculty who had always been involved with advising students and who felt that instructors with the technical expertise, practical experience and professional contacts were more appropriate advisors. The Center was in no way meant to replace or interfere with student contact with instructors. In fact, approximately forty of the full-time faculty members have continued to carry a small advisement load, and they are a valuable resource for the Center. Over the last three years, the advisors have worked to increase faculty participation in the early

alert system and to encourage communication between instructors and the staff members. The advisors do feel that they have the full support of the Dean of the College and find that the faculty's trust and confidence in their abilities has increased each year. One aspect that has helped this effort is the fact that the Advisement Center is part of an entire support system for students that includes the Career Development Center and the Instructional Assistance Center, all of whose staff members have gained in expertise, experience and reputation for efficiency and competency.

Outlined below is a chronological look at how the Center developed, in terms of a list of "first":

ACTIVITY	DATE COMPLETED	DETAILS
Advisors hired: Barbara Durfee Patricia Wormley	7/80	Search procedures completed routinely
Staff Development	7/80	Included a survey of advisement techniques and special materials
First Orientation	9/80	Curriculum sheets revised Organization of placement materials
First Continuing Student Pre-Registration	12/80	Appointment system devised
First Early Alert	10/80	Contact sheets and letters developed
First Not in Good Standing Hearings	9/80	Contracts revised
First Graduation review	9/80	

During the second year, 1981-82, Barbara Durfee moved to Inmate Educa-

tion and Ruth Lang was hired to replace her. Ruth had worked as a technical assistant in the Career Development Center for one year before moving to the Advisement Center. Pat and Ruth worked that year with Bill Brown and Keith McManus, full-time instructors, to produce a slide/tape presentation to be used as part of the new student orientation program. This project was successfully completed by the end of the Spring '82 semester, and the presentation was used that summer for the first time.

Other milestones accomplished included:

1. Implementation of an on-line registration system.
2. Implementation of an automated academic history system.
3. Installation of terminals in the advisement offices for on-line viewing of records and/or processing of registration adjustments.
4. Development of a full set of curriculum worksheets on a yearly basis that reflects all changes passed by the Academic Senate and approved by the President.
5. Development of an exit interview information collection instrument.
6. Coordination of placement testing for REA 100 and ENG 100/101.
7. Implementation of a part-time student orientation, Fall '82.

Grant funding for advisement ended in October, 1982, at which time the College picked up both lines as part of its operating budget. The only major change in staffing came in June, 1983, effective September of that year. At that time, both advisor positions became probationary rather than temporary appointments. One remains a technical specialist line,

with the other specialist line changed to assistant level. Both positions were searched internally and externally, and Pat and Ruth were approved for appointment at the June 1983 board meeting. Pat, functioning as the Technical Specialist, took over supervisory responsibilities for Ruth, who now functions as the technical assistant. No problems have been encountered in this area, since Pat and Ruth had already established an excellent working relationship and the change in official titles was not seen as threatening. At present, both advisors carry a load of 750-800 part-time and full-time students. (Please refer to Section V for additional details.)

III. GOALS AND OBJECTIVES

The goals of the Advisement Center were clearly outlined in the original proposal. The major focus was to take a number of services offered to students and to pull them together under one "roof." By following a student's college career from orientation, through testing, curriculum planning, assistance with academic difficulties and finally to degree audit, it was clear that the student would be far less confused and would have a much better sense of consistency if a single office assisted with this process. As stated, the ultimate goal was to increase the student's satisfaction with institution, increase the student's chances of success and to thus retain that student as a part of the G.C.C. community.

In summary then, the goals of the Center are to:

1. Clearly communicate degree requirements.
2. Monitor student progress toward graduation.
3. Establish a visible contact point for students.
4. Identify students with academic difficulties and plan corrective measures.

5. Assist students with course selection.

The objectives outlined in the same plan include twelve activities that very clearly relate to the stated goals: These are:

OBJECTIVES OF THE OFFICE OF ACADEMIC SERVICES*

1. For each full-time entering student, the Office of Academic Services will:
   A. Conduct a general orientation to the College
   B. Conduct long range program advisement and assist students in the selection of courses for the immediate semester.
   C. Administer competency tests.
   D. Administer goals and needs assessment instruments.
2. For each entering part-time student, the Office of Academic Services will:
   A. Administer competency tests as appropriate.
   B. Explain the services of the Office.
   C. Conduct program advisement as necessary.
3. The Office of Academic Services will conduct interviews with each student who is not in good standing at the end of each semester and plans on registering for the following semester. As a result of the interviews, performance standards for the forthcoming semester will be developed. Six weeks into the semester the staff will survey the faculty to determine the performance standing for each student interviewed. If circumstances warrant the student will be contacted and appropriate remediation taken.

*The proposal called for a Center for Academic Services, later renamed the Advisement Center.

4. The Office of Academic Services will interview each student attempting to change their program. During the interview the student will be advised as to the requirements of the new program.
5. The Office of Academic Services will assist each continuing student in the selection of courses for the upcoming semester and develop a semester program plan.
6. The Office of Academic Services will conduct exit interviews for each student who is withdrawing from the college and prepare a summary report on withdrawals.
7. The Office of Academic Services will administer follow-up questionnaires to all non-persisters from a given semester and summarize the results.
8. The Office of Academic Services will evaluate all course work at other institutions of higher education as to the transferability of the student's program at Genesee Community College.
9. The Office of Academic Services will audit the progress of each student toward completion of their program requirements and certify the completion of degree requirements.
10. The Office of Academic Services will survey the faculty during the sixth week of the semester to determine which students are not making adequate progress. Students who are not making adequate progress will be interviewed and appropriate remedial action taken.
11. The Office of Academic Services will refer students with concerns outside of academic advisement to the appropriate college office.
12. The Office of Academic Services will survey the faculty to determine the academic success of students, who are identified as high risk during orientation and advisement, during the sixth week of the semester. If circumstances warrant the student will be contacted and appropriate remediation taken.

The office is task-driven, in the sense that there are defined activities that must be planned for and carried out on a regular basis. More intangible elements come into play when dealing with the one-to-one contact with students and the communication that is developed between faculty members and the Center staff members. The "how" of these elements becomes much more subjective and tied to the nature of the individuals involved. Therefore, the effectiveness of the office can and must be measured in two ways: (1) Are the objectives completed on time and accurately? (2) Are the students and faculty satisfied with the services rendered?

The goals of the Advisement Center are clearly tied to Institutional Goal #5: "To provide student services which facilitate the academic, technical, personal, social, physical and cultural development of the students." The academic advisors, by assisting with course selection, provide the most obvious of academic services. However, they provide more than a required signature. By talking to students who are making career path decisions, who are trying to deal with personal or academic problems, or who are simply looking for a sympathetic ear, the advisors assist the student in a "decision making process during which ... (they) clear up certain confusions and realize their maximum educational potential." (Grites, 1979) Many times the advisor must function as a referral service, indicating other resources the College has to offer. By listening, identifying a problem, suggesting solutions and encouraging the student to follow through with an activity, and then by making a follow-up contact, the process becomes dynamic. The student is not handed a pat answer, but instead, participates in and shapes the process itself. In this way, a link is forged between the student and the institution. It is this link that becomes a key to successful retention of students. In "What Works in Student Retention", published in 1980 by Beal and Noel, high quality academic

advisement is cited as one of the top five positive factors in student retention (p. 43.) Both Pat and Ruth are well aware of the importance of this link, and they have both striven to develop skills that will improve the student's sense of belonging to the institution.

As a resource, the Center's goals also can be said to relate to Institutional Goal #11: "To create and to maintain a cooperative environment which is responsive to the concerns of individuals..." There is constant information exchange (i.e. phone calls, memos, student traffic) between Advisement, the Career Development Center, Financial Aids, Records, faculty members, associate deans, Admissions, Instructional Assistance Center, and Student Activities. This communication is usually informal, whereas communications to the students are always completed in writing. Several mailings are done throughout the year. These include notification of:

1. Advisor assignment
2. Pre-registration advisement
3. New student orientation
4. Graduation review
5. Not in good standing status
6. Early alert

Students are asked to schedule appointments when appropriate, or to stop by the office during a free moment. What we have found difficult to do is to get time to take the extra step for follow-up. For example, Mary Jones stops to inquire about a potential curriculum change some time in February. What happens if she does not reappear with the form for signature? A phone call would be an excellent second effort, but time prohibits such special attention. We have included in the five-year plan ideas for improvement in this area.

What we also see is that as the community college's population shifts, i.e. as we see an increase in the number of "non-traditional" students, the focus of advisement shifts away from encouragement of an assessment of personal goals, career possibilites and study habits (that is, less emphasis on the maturation process that the conventional 18-20 year old student must face) to specific investigation of job possibilities, time management, and curricular combinations. Advisors are asked to assist with problems faced by students who are attempting to juggle family responsibilities, full time jobs and difficult economic situations. The challenge the advisor faces is to be able to assist every type of student who makes use of the Center and to be flexible enough to react to a vast range of problems and questions.

IV. PROGRAM EFFECTIVENESS

There have been several instruments used to measure the effectiveness of the Advisement Center. Because its first three years were grant funded, the staff members were asked to participate in a yearly evaluation of how objectives were being met. Using the "milestones" chart as a basis, objectives were assessed either as completed or in progress. This particular method proved to be a useful one for the advisors, and we have continued to articulate specific objectives on a year-to-year basis as part of the evaluation process for the staff. Those used in '82 and also those in place for the current year are attached as Appendix B. At the end of the third funding year, a team of external evaluators compiled a final report that outlined how the grant had affected the institution. In this report, the evaluators indicated that the Advisement Center and the Career Development Center were offering integrated services to students. The final review states: "The accomplishments of the final grant year were a synthesis

and culmination of three years of steady improvement in building a comprehensive and fully modern system of academic advisement and career development services..." The advisors were commended on their ability to (a) be self-critical, (b) to follow-up on student referrals, and (c) to create a unique spirit of cooperation between staff members. The review stated, "The willingness of the academic advisement and career development staff to be self-critical in assessing their goals and performance seems to be one characteristic that materially affects their ability to refine and meet subsequent programmatic objectives."

Suggestions for improvement included a more sophisticated use of data related to students' choices of programs and curriculum changes with the idea of assisting students to make better selections from the start and to eliminate some of the shifting that accompanies first year anxiety, additional reinforcement of progressive ideas about work roles, relating those ideas to career selection, encouragement of dual degree programs, and extension of services to part-time students.

The advisors are currently working with Institutional Research on the first item and have benefitted from a September, 1983 workshop concerning retention and relating entering student expectations with retention activities. The second and third items are handled on an on-going basis as advisors deal with individual students. Over the past two years the advisors have fine-tuned these elements and are now comfortable with students who need these special directions.

The advisors began a part-time student orientation in the Fall 1982 semester, and they foresee expanding this activity as our part-time population grows. During this orientation students were asked to take the reading competency test, received information about the various student services available and the College's grading system, and were asked to

complete a short evaluation. The following suggestions have been made:

1. Make sure required courses are available to part-time students.
2. Provide more opportunities to purchase used books.
3. Offer more courses in the evening.
4. Hold an orientation session before classes begin so that part-time students can get a feel for the building and can ask questions earlier.

We have been pleased with the responsiveness of the students participating in these sessions, and we feel that it is important that the part-time student realizes that the College has a commitment to them and that we are concerned about their needs. As a result of the fourth suggestion we are holding a part-time student orientation session on January 11th, before the Spring 1984 term begins. We are looking forward to this venture and are hopeful that students will participate.

Another suggestion made by the evaluators involved a survey of orientation participants to determine the effectiveness of the new slide presentation. Pat and Ruth had already completed such a survey, with results indicating the following:

ITEM	Summer '82	January '83	Summer '83
1. Information presented rated:	34% excellent 65% good 1% poor	32% excellent 68% good 0% poor	23% excellent 76% good 1% poor
2. Slide presentation informative?	91% yes 4% no 5% no response	93% yes 7% no	93% yes 4% no 3% no response
3. Advising process satisfactory?	96% yes 4% no	98% yes 2% no	96% yes 3% no 1% no response

The responses have been consistently positive, and students have indicated their satisfaction with the orientation process. The only suggestion for improvement which we consistently see is the request for more advisors and for use of computer terminals in the orientation room.

The advisors are confident that the orientation programs serve the most pressing needs of new students. It is felt that the sheer amount of information transmitted, along with the testing and registration portions provides a kind of "information overload". Students are given so much that a sifting period is necessary for many of the details to mean something. We are hoping that a "Survival Brochure", now in the developing stages, will act as a reference or guide for the new student, a handbook that can be used throughout their community college careers. When finished, this booklet will be distributed at orientation and referred to in subsequent advisement sessions. The advisors are also discussing possible implementation of a peer guidance delivery system for the opening of school in January and September.

A student poll was conducted in Spring/Summer of 1981. As an early assessment of the Center, the poll provided some insight into how the advisors were generally perceived by students--that is, concerned, available, and helpful. 447 questionnaires were sent out, and 280 students responded. Out of the 280, 146 students were advised by an Advisement Center staff member. The following results were tabulated:

QUESTION #1 - My advisor expressed genuine interest and concern about my academic progress.

Yes	114	78%
No	29	20%
N/A	3	2%

QUESTION #2 - My advisor was available when needed throughout the year.

Yes	119	82%
No	18	12%
N/A	9	6%

QUESTION #3 - Rate your academic advisement on a scale of one to five, with one being poor and five being excellent.

1	11	8%	
2	19	13%	
3	31	21%	78%
4	47	32%	
5	37	25%	
N/A	1	1%	

But more importantly, the students offered suggestions for improvement which were used in subsequent objectives development. These suggestions included: longer advisement sessions before pre-registration, additional transfer information, and increased familiarity with course details and curricula.

In an effort to better determine what other community colleges of like character use for delivery of academic advisement services and to begin to establish a communication network, we contacted four colleges by phone and shared information. What we discovered was that our delivery system was somewhat unique, in that our advisors carried the majority of the case load for the entire institution. Others have counseling centers or advisement centers whose staff members essentially coordinate faculty advisors, and advise non-matriculated students. Those to whom we spoke did not envy the work load but did appreciate the advantages of a central source of information and the assurance of reliable and available personnel. Curiously, a recent publication from the State Education Department, en-

titled, "Student Retention in Post-Secondary Occupational Education," indicated that the professionals surveyed felt that trained advisement personnel would make a significant difference in retention of students. (p. 33) In fact, this practice was rated as one of the top five factors felt to postively affect retention. In order, these were: (pg.34)

IRO ITEM	MEAN SCORE
Availability of faculty for consultation	4.6
Programs that lead to "real jobs"	4.5
Use of trained academic advisors	4.2
Job counselors to help in finding part-time employment for students	4.2
Remedial/Tutorial programs by trained staff	4.2

These responses were given by administrators who had the practice on campus, as opposed to those not having the practice on campus. The chart that follows shows the results of our informal survey:

COMMUNITY COLLEGE SURVEY

	Orientation	Testing	Semester Scheduling	Graduation Audit	Good Standing	Early Alert	System
Niagara C.C.	Advisemt Ctr.	Advisemt Ctr.	Faculty	Registrar	Fin. Aids & V.P. Acad Affairs	Mid-term Grades	Faculty Based; Adv Ctr=Cood.
Clinton C.C.	Counsl Ctr.	Math Dept.	Counsl & Faculty	Registrar	Dean of Students	Dean of Students	Faculty Based
Schenectady C.C.	Studnt Actv.	N/A	Faculty	Registrar	Counsl Ctr & committee	Coun. Ctr Mid-term Grades	Faculty Based with Coun Ctr doing non-matrics
Monroe C.C.	Counsl Ctr.	N/A	Faculty	V.P. for Acad Aff	V.P. for Acad Aff	Mid-term Grades Posted	Faculty Based coor by Coun Ctr

BEST COPY AVAILABLE

In May of 1982 and 1983, the Advisement Center surveyed the graduating students. The first survey indicated that 73% of the students polled had received assistance from the Center for a variety of reasons, with curriculum information and course selection being the predominate issues cited as discussed. In May of 1983, the usage percentage had increased to 88%. Student suggestions included: increased concern for the part-time student, increase in the staff size, and an increased familiarity with the students. The 88% figure was surprising since only 52% of the students polled considered one of the Advisement staff members to be their advisor of record. We conclude that the Center is meeting its goal of providing a central spot for disseminating information to all students, and we will again use student suggestions for planning objectives for the future.

As part of an on-going attempt to increase faculty participation in the early alert program, the advisors, in October of 1982, sent full-time faculty members a questionnaire regarding the program. Two important issues surfaced as a result of the poll. Faculty members asked that notification slips not be distributed in the classroom, and the issue of faculty members' names being included on the notices was raised. Discussions concerning the latter issue were held in the spring and an agreement was reached in May, 1983 that stated that beginning with the Fall 1983 semester, the referring faculty member would be identified in the letter sent to the student. This will allow the student the option of pursuing the problem either with an advisor in the Center or directly with the instructor. Follow-up data will be more difficult to collect, but the option may encourage better instructor-student communication and may reduce the negative or punitive reputation associated with early alert.

As data becomes available, careful assessment will be completed.

The Advisement Center has attempted to respond to student and faculty needs as they are identified via the assessment tools mentioned above. As a result, the following innovations have been attempted.

1. Development of a slide/tape presentation to be used during the orientation sessions.
2. Incorporation into orientation of a writing sample used to accurately place students in either ENG 100 or ENG 101.
3. Installation of a SIGI terminal and printer in the Advisement Center so that the staff can have career guidance information readily available and students can have more appointment time available for scheduling.
4. Development of an early alert data base to track students referred to the Center with academic problems.
5. Sponsorship of an Advisement Luncheon to thank faculty participants and bring new issues to the attention of all advisors.
6. Inclusion of a statement concerning attendance and use of "Off to College" in the orientation packet.
7. Implementation of a part-time student orientation.
8. Sponsorship of a workshop concerning study skills and stress management techniques for students facing mid-term exams.

Both advisors have taken part in advisement and registration activities at off-campus sites. During the 80-81 academic year Pat Wormley assisted the Inmate Education staff by advising inmates at Attica and Albion Correctional Facilities concerning General Studies requirements. Trips have

been made to the Craig Development Center in Sonyea, New York and to the Pioneer Central Schools in Arcade twice yearly so that advisors can speak with prospective and continuing part-time students who attend classes at these sites. The Career Development Center now has made SIGI available to Albion Correctional Facility students, and this service will complement the Advisement Center's efforts. The most recent activity has been at the Groveland Correctional Facility in Sonyea. In preparation for opening the site, Ruth Lang made a presentation to prospective students in May of 1983. The addition of site coordinators at each of the facilities has meant that advisement can be carried out on-site by the coordinators with the Advisement Center functioning as a resource. The six staff members cooperate effectively.

The Continuing Education Office has been the office to coordinate assessment of off-campus needs. Whenever that office feels that energies should be directed to off-campus sites, we have tried to accommodate requests. However, it should be noted that with current staffing levels, the Center cannot be expected to provide more than sporadic in-person, on-site advisement to off-campus students.

VI. STUDENT/PROGRAM INTERACTION

The Advisement Center was put in place as a resource for the entire college community. Both full-time and part-time students are encouraged to make use of the Center. Therefore, as the make-up of the student body changes, so too does the clientele of the Center. The two most noticeable changes involve age and curriculum. Since the Fall of 1980, the total student population has grown by over 200 students with increases seen in the age brackets of 15-19 and 45-49. In addition, there has been a marked increase in the percentage of students matriculating into technical degree programs. Fall 1980--Fall 1982 saw an increase from 36% to 40% of the student body enrolled in technical programs. The total number of students

using the services of the Center has increased from semester to semester, with the most recent semesters showing a strong improvement in the area of pre-registration advisement.

Contact	Term Seen	Number Seen	Not Good Standing
Good Standing	Fall '82	184	330 (56%)
	Spring '83	201	390 (52%)
	Fall '83	203	396 (51%)
			Full-Time Students
Students advised during pre-reg. period for:	Fall '82	466	1395 (33%)
	Spring '83	599	1467 (41%)
	Fall '83	661	1409 (47%)

Another activity that the Advisement Center staff focuses on is the Early Alert system. The pattern that has developed reflects an initial interest/use of the referral system by faculty members, followed by a drop-off during the '81-'82 academic year and then a gradual increase in faculty interest and student cooperation. This significant upturn is a result, we feel, of the addition of follow-up phone calls to students referred but not responding.

Semester	#Students Referred	#Seen	#Faculty Ref.
Fall 1980	456	189 (41%)	67
Spring 1981	278	115 (41%)	39
Fall 1981	260	118 (45%)	47
Spring 1982	362	180 (49%)	63

The Spring 1983 term was the first semester where the notices to students were sent to home addresses rather than delivered in the classroom. We feel that the delivery system itself had an adverse effect on the number of students who were seen by the advisors. We will continue to track this information to keep follow-up records.

An early alert tracking file was set up for the Advisement Center by the Office of Institutional Research in Spring 1983. Information concerning the student referred, the course or courses involved, and the reason for the referral were input after the Spring early alert contacts were completed. A summary of the information is as follows:

A. File Data

273 Students referred
123 Seen by Advisement Center
150 Not seen

B. Deficient Scholarship

59/123 Seen students were listed as not in good standing 48%
87/150 Not seen students were listed as not in good standing 58%

C. Reregistration

55/123 Seen students were registered for Fall 1983 44%
43/150 Not seen students were registered for Fall 1983 29%

Although these numbers are not overwhelming, it must be kept in mind that these are the students least likely to re-enroll and least likely to make progress toward a degree. In many cases the referral is initially made for excessive absences, and rescuing these students from failure with a contact in the fifth or sixth week is next to impossible. From this perspective then, it is encouraging to see that the early alert system does make a difference, and that it has a positive effect on the students. Our goal is to increase the number of students seen and to improve our methods of contact. We are currently inputting the Fall '83 data and will assess similar figures for Spring '84. We will watch for trends and hope for increased rates of re-enrollment.

This Fall 1983 semester has seen the addition of a H.E.L.P. student who works three evenings a week in the Center. This student works to contact students and to encourage the making of an appointment. Response, to date, has been positive.

Current projections for enrollment reflect the general feeling that:

1. The student body will be composed of a wider variety of student types with an increase in part-time students, returning students, mature adults and transfer students.
2. As unemployment continues and the emphasis on job training remains high, technical and business programs will continue to increase in size.
3. Many students will be attracted to the College as a resource for retooling or becoming computer literate. These students may not be interested in pursuing a degree program but will simply enroll in courses that fit their particular need. These students may often drop out for a semester or a year and then return for further study.
4. Business and industry will look to the College as a resource for employee training.
5. New residential facilities will provide housing for more out-of-county students.

As a direct consequence of the shift away from the traditional 18-22 year old student body, student services are called upon to serve the needs of the "non-traditional" students. The Advisement Center has responded to these demands by:

1. Providing appointment time 2-3 evenings per week.
2. Working with part-time students or students working full-time on a one-to-one basis.
3. Going off campus when necessary.
4. Adding SIGI as a career information resource.

When our student surveys are completed each year, we hope to reach all graduating seniors. These surveys provide excellent feedback to the advisors,

and most recently we were able to assess that more specific course information was needed by students making course selections. We have therefore established as an objective procurement of detailed course summary sheets.

A continuing area of concern has been the high student/advisor ratio. At present, Pat and Ruth each carry an advisee load of approximately 750 students. This load allows for little more than one contact per semester per student. If a student happens to be referred in Early Alert, then stops in for a follow-up visit, and again schedules a pre-registration appointment, consistent contact is maintained and a relationship developed. However, the standard is basically one appointment per semester. Research has shown that the advisor can be the one person to make a difference for a student trying to make a stay-leave decision. It is felt that if a third advisor were available, especially during peak periods, the ratio would decrease and the following benefits would be felt:

A. More time could be spent with each student.

B. More contacts per semester could be scheduled.

C. More follow-up contacts could be initiated to remain in touch with students having academic difficulties.

D. Additional monitoring of good standing contracts could be completed.

E. A broader range of topics could be discussed in depth at course selection time.

F. Additional coordination between the Career Development Center and the Advisement Center could be pursued.

All of these activities would assuredly help to increase our retention rate.

VI. STUDENT ENROLLMENT AND RETENTION

The Advisement Center staff is keenly aware of the need for increased retention of students at Genesee Community College. The continued health

of institutions depends upon both the ability to attract students from non-traditional pools and the ability to maintain enrollment. The institutional figures for retention of students is above the national average, with our Spring to Fall rate averaging 65% and the Fall to Spring rate averaging 81%. In addition, we have seen an increase in the number of returning students over the last three semesters, with that body numbering 9.6% of the total population in Fall '82, 11.5% in Spring 1983 and 12% in Fall 1983. This data corroborates the general feeling that students are stopping out rather than dropping out in many cases. Starting in the Fall 1982 semester, full-time students who decide to leave the institution were asked to complete an exit interview sheet. The information collected reflects a general satisfaction with the institution and its programs.

Fall 1982	88%	would return to GCC
Spring 1983	85%	would return to GCC

The major reasons cited for withdrawal were financial:

Fall 1982	41%
Spring 1983	31%

Again, this matches with the advisors' feelings that some students have a great deal of difficulty juggling their multiple responsibilities, particularly commitments made to employers and to course instructors. Orientation sessions include information emphasizing time management as an important skill to master, and the advisors urge students to take advantage of their services if problems arise.

The subject of student commitment to academic pursuits and the importance of regular class attendance were discussed at length by an ad-hoc group of faculty and staff during the Spring 1983 term. As a result of these discussions, the Advisement Center is seeking more active participation in

orientation by faculty members who can articulate their concern for commitment to attendance and student participation in the learning process. Continuing student participation in orientation has also been added so that new students can hear from peers about the type of classroom experiences they can expect to encounter at G.C.C. Discussions concerning other possible activities continue.

During the Professional Activities Days in September of this year, the advisement staff participated in a series of workshops led by Dr. Steven Jones, Dean of College Affairs at Phillips County Community College in Helena, Arkansas. Dr. Jones' primary theme was that of the importance of retention for the future of the community College and the necessity of planning activities related to that objective. One of the activities suggested as a means of improving retention was that of an expanded early alert system. This system revolves around the idea that, with proper research, an institution can identify the reasons why many of its students leave, i.e., common characteristics possessed by past non-persisters.

At the present time, we collect students' responses to the Entering Student Questionnaire but do not really analyze this data or use it to establish links between students staying or leaving the College. By surveying incoming students and matching answers to questions that point to previously determined characteristics of non-persistors, we can identify very early in the semester those students who fall into the category of potential dropouts. Once we can name these high risk students, we can then begin to contact them and try to prevent them from leaving the institution. This extra support and evidence of a commitment to help students should reduce, at a critical time, some of the problems of identifying support services later in the semester. Inconsistent attendance, a feeling of dissonance, a sense of being only a number are all problems that should be decreased with this

extra attention.

The effort to reach out to these students may be coordinated by the Advisement Center staff, but it should be identified as an effort made by every sector of the College. Thus, representatives from student personnel services, the faculty and staff, and members of the administration should all be involved with making calls and continuing contact with those students identified. The system involves a good deal of careful planning. The five-year plan therefore includes a one year development period with a test run completed in January, 1985 and full implementation in September, 1985.

VII. PROGRAM SUPPORT

The program costs are basically those of running the office on a daily basis, i.e., staff salaries, office supplies, and equipment. The institution has supported participation in NACADA, the National Academic Advisement Association, which has provided useful information on the subject of retention and advisement techniques. In addition the College has funded guest speakers on several occasions. These speakers have included Bob Gardner and Howard Cramer from Cornell University and Milton Spann from ACT. Most recently, Dr. Steven Jones visited the campus for three days, and was the keynote speaker at the opening of school meetings in September. College funds have also allowed the advisors to participate in other professional development activities, including:

1. Three conferences held by the local chapter of Student Personnel Association.
2. A Summer '83 workshop entitled "Women in Management" held at SUNY Brockport.
3. National ACT Conferences, 1981
4. Enrollment in higher education courses at Brockport

As a general statement, the Advisement Center is well supported by the College and, as a result of early grant funding, has been supplied with adequate equipment. Each advisor has a visual display terminal in her office which allows easy and fast access to both the term and the historical files. It is our hope that, in the near future, development of an on-line records audit system will be given a priority rating and that we will see implementation of such a system by May, 1987. This would expand greatly our ability to answer questions concerning the effect of a curriculum change on a student's academic career or to assess a student's progress toward graduation.

Staff members are reviewed regularly and, as stated, specific objectives are outlined for each year to give structure to our activities. Additional staff during peak times would enhance the effectiveness and add depth to the advisors' activities. New grant funding possibilities may be an answer to this particular problem.

VIII. COMMUNITY RELATIONS

The Advisement Center staff has visited off-campus sites for advisement sessions and to provide information to prospective students concerning degree programs, financial aid, and transfer credit review. Both advisors have been involved in information sessions for the public, on campus. Part-time orientation provides students with a general overview of the College and the functions of student services. In order to increase advisor availability for the part-time student and those interested community members, the Center is open three evenings a week. The same services are offered to both full-time and part-time students, in that all students receive assistance with course planning, early warning counseling, curriculum advisement, and placement assessments.

Both advisors, in order to increase community awareness of the College

and its programs, were active in the Genesee County Home Show GCC booth. The services of the Advisement Center are published semi-annually in the local newspaper. The article invites community members to visit the College and meet with an advisor.

The advisors have developed a close tie with the Admissions Office and through the information sessions and off-campus advisement a definite positive impact on recruitment is made. During August of 1983, Pat Wormley participated in an information session conducted by the Career Development Center. At this time, prospective students visited the campus and had the opportunity to ask questions concerning programs offered, scheduling classes and how to meet degree requirements as a part-time student.

IX. PROGRAM COHESIVENESS

The Advisement Center staff meets on a regular basis with the Director of Records and Advisement and her staff to discuss operations and procedures. Ideas related to the implementation of a new program or modifications to present procedures are discussed. In this way both offices function in concert and operations are smooth. The Advisement staff play an important role in this process and perceive themselves to have an impact on policy development.

The Center has direct lines of referral to the Admissions Office, the Career Development Center, the Instructional Assistance Center and the personal counselor. The advisors initiate coordination of the student service offices through good standing interviews and early alert counseling. Cohesiveness is again evident at freshman orientation when all students service offices provide general information for students.

One of the advisors participates in the Operations Coordination and Review Committee and has input to the College's administrative calendar. All student related activities as well as any activity that impacts more than one or two offices is reviewed by this committee, and the entire body

is involved with making decisions on these matters. In this way, the Advisement Center stays in the mainstream of college activities and is kept informed of what is happening throughout the college for a semester or two in advance.

X. CONCLUSIONS

Review of the Advisement Center has shown that the office functions very effectively as a student service and that the staff currently fulfills all of the objectives outlined in the original proposal. Its major strengths are a result of the efforts of a dedicated and enthusiastic staff who feel that they make a positive difference in the lives of the students they serve. Evidence of this is found in a review of the retention statistics compiled by the Office of Institutional Research.

	FULL-TIME FRESHMAN RETENTION SUMMARY		ALL FULL-TIME RETENTION SUMMARY	
TERM	RETENTION RATE		RETENTION RATE	
Spring '82 - Fall '82	64%		66.8	(+2.1%)
Spring '83 - Fall '83	65%	(+1%)	68.9	
Fall '80 - Fall '81	55.2%			
Fall '81 - Fall '82	54.5%	(+1.9)		
Fall '82 - Fall '83	57.1%			

These figures show an increase in the number of full-time students re-enrolling from semester to semester and reflect the Advisement Center's commitment to providing consistently accurate information in a concerned and caring manner. This contributes to a positive environment for GCC students, and we feel that we are part of why students choose to stay.

In summary, our Center's strengths are:

1. It functions as an effective retention tool.
2. It provides efficiently coordinated information concerning academic policies and procedures.

3. It is a visible contact point for students throughout their community college careers, i.e. from orientation, through subsequent registrations, curriculum changes and career selections, to degree audit and graduation.
4. It is a place where students almost always find out information immediately; the staff is directly accessible and is concerned about the student as a complete individual.
5. It is an office that relates to and cooperates well with all portions of the College community, including students, faculty, other student services personnel, deans, and other administrators.
6. Its staff members evidence growing professional abilities and a concern for developing new skills and talents.

Efforts to improve services provided to students and to more efficiently manage the tasks assigned are a routine part of the advisors' lives. Their concerns are outlined in the five-year plan, but can be summarized here in terms of the following objectives:

1. To improve communications with individual faculty members.
2. To improve services rendered to students, in particular to continue attempts to be more than checklist monitors.
3. To assist with campus-wide retention efforts.
4. To develop professionally by participating in seminars, keeping up with current publications, and by taking advantage of technological advances in the field of administrative data processing.
5. To improve assessment of incoming students' skills and academic expectations.

These broad objectives speak, in a positive fashion, to the areas in which advisors feel they need to concentrate their energies. Specific

tasks are outlined in the five-year plan and provide a framework for future projects and a structure for assessment of effectiveness. The self-study process has produced an awareness of the important role the Advisement Center plays in the College's efforts to provide excellent instruction, and it has provided the opportunity for evaluation of milestones passed and distances still to travel.

ADVISEMENT CENTER

FIVE-YEAR PLAN

GOAL	OBJECTIVE	IMPLEMENTATION/ RESOURCES	TIME FRANE
1) To improve the quality of services offered to students.	I. Make follow-up phone calls to students already seen for early alert (10-12 weeks into a term)	Advisement Center (may involve the development of a peer counseling team)	September 1985
	II. Track early alert students to determine if performance improves.	Advisement and Institutional Research	September 1984
	III. Expand early alert to include identification by the third week of potential drop-outs and make contacts; uses model provided by Steven Jones	Must involve entire college community (see pg. 27)	Test: Jan. 1985 Impelement: Sept. '85
	IV. Produce on-line and in batch a degree audit system that will both assist advisors at pre-registration and simplify the graduation review process.	Advisement Center and SCT staff	May 1987
	V. SIGI implementation, involving staff training and the addition of a third evening of office hours.	Advisement Center	September 1983
	VI. Conduct a student survey to get feedback on new services and to obtain ideas for improvement.	Advisement and Institutional Research	May 1986
	VII. Contact students by third week of classes with the name of their advisor.	Advisement Center	September 1983
	VIII. Expand off-campus advisement	Additional staff required	September 1985
	IX. Monitor ENG 100/101 and REA 100, TAP, and NGS students	Advisement Center	September 1983
	X. Produce a Survival Brochure for use at orientation and 1st week of school.	Need assistance from commercial art instructor, media center, and other student services personnel	Draft: July 1984 Copy: January 1985

GOAL	OBJECTIVE	IMPLEMENTATION/ RESOURCES	TIME FRAME
	XI. Establish an office visit tracking system in the form of a work file to monitor traffic flow and allow for follow-up contacts.	Advisement Center	September 1985
(2) To encourage better communication between Advisement Center and faculty members.	I. Invite more faculty participation in orientation sessions.	Advisement Center	July 1983
	II. Produce a monthly newsletter that will keep faculty and staff informed of academic policy/procedure changes and developments.	Advisement Center	Spring 1984
	III. Invite faculty members to participate in group advisement sessions.	Advisement Center	November 1983
(3) Staff Development	I. Survey other SUNY 2-year institutions to discover what other colleges use the Center approach and establish a communications network.	Advisement Center	September 1985
	II. Attend functions sponsored by professional organizations.	Advisement Center	On-going
(4) Increase community ties	I. Establish an advisory committee	Advisement Center	September 1988

APPENDICES

POSITION DESCRIPTION

TITLE: Technical Specialist/Academic Services

REPORTS TO: Director of Records and Scheduling

I. QUALIFICATIONS

A. Educational Background

Bachelor's Degree required; Master's Degree preferred.

B. Experience

One or more years of teaching; or experience in instructional services (e.g., academic advisement, continuing education, counseling).

C. Special Skills or Requirements

Ability to relate effectively with students, faculty and staff. Ability to handle highly detailed work with precision and a minimum of supervision

II. GENERAL FUNCTIONS

The Technical Specialist, Academic Services implements all academic advisement policies and procedures under the general supervision of the Director of Records and Scheduling. The individual filling this position will provide support to College programs in areas such as program orientation for new students, retention, counseling students with academic difficulties, exit interviews. In addition, the Technical Specialist will supervise a Technical Assistant who will assist with all the tasks outlined below:

III. SPECIFIC RESPONSIBILITIES

A. Assigns students to an appropriate advisor in accordance with College policy.

B. Prepares and disseminates to students and advisors all information regarding academic advisement.

C. Assist advisors in conducting academic advisement.

D. Conducts internal audits of academic advisement.

E. Advises full and part-time students who are not assigned to advisors or who are unable to contact their advisors.

F. Assists in preparing lists of prospective graduates and certification of final graduates.

G. Orients new students to the College and the student's program.

H. Assists in the administration of competency tests.

I. Conducts interviews of students who are not making satisfactory academic progress and develops appropriate remediation strategies with the student.

J. Conducts exit interviews.

K. Assists in the development of the registration procedures.

L. Assists the Director of Records and Scheduling in the development and implementation of office procedures.

M. Undertakes other related duties as assigned.

N. Supervises college workstudy personnel.

IV. RELATIONSHIP

This position reports to the Director of Records and Scheduling

V. SALARY AND CONDITIONS OF APPOINTMENT

This is a probationary position at the GC 8 level. It is a twelve (12) month appointment with a one month vacation.

POSITION DESCRIPTION

TITLE: Technical Assistant/Academic Services

REPORTS TO: Technical Specialist/Academic Services

I. QUALIFICATIONS

A. Educational Background

Associate Degree required; Bachelor's Degree preferred

B. Experience

None required

C. Special Skills or Requirements

Ability to relate well with college students. Ability to work cooperatively with other members of the faculty and staff. Willingness to accept responsibility for accomplishment of program objectives under the direction of the appropriate professional staff member.

II. GENERAL FUNCTIONS

Technical Assistants are responsible to a professional staff member for the accomplishment of specific program objectives and tasks. The Technical Assistant will work closely with students, faculty, staff and members of the community and should anticipate evening and weekend assignments. Individuals filling Technical Assistant positions are expected to be flexible and willing to have their work assignments adjusted in order to support College program efforts.

III. SPECIFIC RESPONSIBILITIES

A. Assists in assigning students to an appropriate advisor.

B. Assists in the preparation and disseminates to students and advisors of all information regarding academic advisement.

C. Assists other advisors in conducting academic advisement.

D. Assists with the conduct of internal audits and academic advisement.

E. Assists in the advisement of full and part-time students who are not assigned to advisors or who are unable to contact their advisors.

F. Assists in preparing list of prospective graduates and certification of final graduates.

G. Assists in the orientation of students to the College and the student's program.

H. Assists with the administration of competency tests.

I. Assists in conducting interviews of students who are not making satisfactory academic progress and develops appropriate remediation strategies with the student.

J. Assists in conducting exit interviews.

K. Assists in the development of the registration procedures.

L. Undertakes other related duties as assigned.

IV. RELATIONSHIP

This position reports to the Technical Specialist/Academic Services, under general supervision of Director of Records and Scheduling.

V. SALARY AND CONDITIONS OF APPOINTMENT

This is a probationary position at the GC-6 level. It is a twelve (12) month appointment with a one month vacation.

Performance Objectives: 1982-83

Pat Wormley and Ruth Lang

1. Increase contact with faculty members in an attempt to:
   a. become more informed about programs and courses
   b. inform faculty of services available so that there is an increased participation in the Early Alert process
   c. provide prompt follow up to early alert referrals

2. To increase student response following referrals; may mean telephoning the individual student following the appointment

3. Evaluate and make revisions to summer orientation program for full time students

   e.g. assist in the development of a "survival handbook"

4. Provide an opportunity for part time students to participate in an orientation sessior

5. Follow up on students failing to show up for good standing interviews.

6. Develop a workshop on "study habits".

7. Assist with the development of a data base that will allow the Advisement Center to track non-persisters, early alert referrals, etc.

8. Develop an exit interview survey instrument for the purpose of gathering data and providing information to Admissions for readmission campaigns.

9. Work to increase the visibility of The Advisement Center.

10. Participate in development workshops to further skills and interpersonal communication, career counseling skills, advisement techniques, etc.

11. Ruth: Have a healthy baby.
    Pat: Participate in the Retention and Recruitment Committee. (not nearly as exciting

BEST COPY AVAILABLE

Pat Wormley: 1983-84 Objectives

- Completion of three graduate hours at S.U.N.Y. Brockport in leadership skills.

Performance objectives for the 1982-83 year set for me as outlined in the job description have been attained. I feel comfortable in the position believing that I possess the skills necessary to work effectively with students of all ages and capable of recognizing their individual needs and differences.

My personal performance objectives for the 1983-84 year are as follows:

- Work towards improved relations with faculty, hopefully, to result in increased credibility of the Advisement Center.
- Hold a workshop for faculty advisors.
- Work towards an institutional committment to Early Alert.
- Continue to increase my knowledge of college programs and courses.
- Attend at least two workshops pertaining to my field.
- Visit area colleges to share ideas and techniques with other advisors.
- Become more knowledgeable about occupational information. The addition of SIGI to the Advisement Center should create closer ties with the Career Development Center.
- Continue to work with Recruitment and Retention Committee believing strongly that advisement plays an important role in retaining students.

BEST COPY AVAILABLE

Ruth Lang: 1983-84 Objectives

Objectives for the 1983-84 academic year.

1. Revision of the Early Alert Program by identifying faculty on student letter to increase faculty participation.

2. Continue meeting with faculty to discuss their curriculums and develop a stronger bond between the academic area and Advisement.

3. Develop a file of specific course outlines and requirements for improved advisement to students.

4. Participation in the orientation of part-time faculty to make them aware of the Advisement Center, its function and benefits to them.

5. Attend conferences addressing such topics as retention, the non-traditional student, and academic advising.

BEST COPY AVAILABLE

GENESEE COMMUNITY COLLEGE

RETENTION ACTIVITY PLAN

OBJECTIVES	ACTIVITIES	ACTION BY
A. Develop and maintain a data base for tracking students who may be non-persistors.	1. Identify characteristics of non-persistors from current literature on student retention.	Institutional Research/Retention and Recruitment Committee.
	2. Develop or identify instruments for exit interviews or mail surveys to non-continuing students.	Advisement/CDC
	3. Develop data base capability for tracking early alert referrals and documenting follow-up activities	Institutional Research/Records
	4. Track withdrawals for readmission potential.	Records
	5. Identify or develop diagnostic testing instrument which identifies potential non-persistors; use data base to track and link up with early alert.	Advisement/CDC

BEST COPY AVAILABLE

OBJECTIVES	ACTIVITIES	ACTION BY
B. Create and maintain an environment which permits all students to make an informed choice about continuing or withdrawal.	1. Mid-term rap session to relieve pressure associated with exams.	Advisement/P. Balbick/C. Wahlstrom
	2. Conduct part-time student orientation to advertize services and alleviate fears or confusion.	Advisement
	3. Concentrate on Early Alert warnings; provide improved and faster feedback to faculty members by contacting them personally and discussing problems at length when appropriate.	Advisement
	4. Work with Admissions, Associate Deans, faculty members to improve initial placement in ENG and MAT courses to cut down drop/add activity.	Advisement/Admissions/Assoc. Deans
	5. Develop a "survival handbook" for distribution to new full and part time students.	Advisement/Student Activities/CDC
	6. Increase visibility of Advisement Center; produce signs, brochures, etc.	Advisement

BEST COPY AVAILABLE

OBJECTIVES	ACTIVITIES	ACTION BY
C. Continuing Staff development for dealing with student concerns, problems, and curriculum decisions.	1. Workshop for advisors, interested faculty and staff; possible speakers would come from a pool of those researching the relationship of good advisement techniques to student retention.	Advisement/Retention Committee
	2. Contact area community colleges to discuss ideas and share techniques.	Advisement/Retention Committee
	3. Participation in staff development workshops to become better versed in what is current in academic areas.	All Student Service Offices
	4. Participation in a "Career Week" program.	Advisement/CDC/P/ Balbick
	5. Expand horizons to include more discussion in advisement sessions re: personal development, how students assess their own progress as well as where they need help.	Advisement
	6. Workshop on dealing with needs and expectations of the non-traditional student.	

BEST COPY AVAILABLE

ADVISEMENT HANDBOOK

1982-1983

TABLE OF CONTENTS

Title	Page
Advanced Placement and Credit by Examination	8
Advisement - General Statement	1
- For the Handicapped	1
Course Waivers	5
Curriculum Change Procedure	6
Curriculum Worksheets -How to Use	4-5
Electives	11-13
Matriculation	2
Physical Education & Health Requirements	14
Placement	
English	6-7
Intermediate Studies	8
Language	7
Mathematics	9-10
Reading	8
Reading Proficiency Requirement	1
Referral Sources	16
Status Change Procedure	5
Suggested Study List	
How to Use	3-4
Listing Alternates	2
Sample	3
Transfer Credits	4-5
Where To Find It	15

ADVISEMENT

Advisement for the Spring 1983 semester begins the week of November 8th thru December 17th. Spring brochures will be available at this time.

The program cards and suggested study lists will be included in the advisement packet. The selected spring courses should be listed on the program card. You must initial the program card for this is proof to the Records Office that the student has met with an advisor prior to registration. Please keep a copy in the advisement folder.

Remember! Advisement is important! If you need any assistance, don't hesitate to contact the Advisement Center or anyone on the list of Referral Sources (pg. 15).

HANDICAPPED STUDENTS

There is no longer an Office of Services to handicapped students on campus. For specific information about equipment and tutoring available, contact Judy DeLuca in the Instructional Assistance Center. For facility and accessibility difficulties contact Judy Yager in the Nurse's Office.

READING PROFICIENCY REQUIREMENT

All students must satisfy a reading proficiency requirement before they will be allowed to graduate. This requirement was put into effect for full-time students beginning with the Fall 1977 semester and for part-time students beginning with the Fall 1978 semester. This requirement is in effect for all students matriculating for the first time in full-time status in Fall 1977 and for part-time students who matriculated for the first time in Fall 1978.

To determine if a student has completed this requirement you should refer to his/her latest transcript. If the student passed the reading comprehension test the transcript will read (generally in the first semester) REA 000 READ REQUIRE ME 0.0 CR. If the student passes the REA 100 course, that will be listed in the usual manner. If neither of these are indicated on the transcript, the student must still have the requirement to complete.

BEST COPY AVAILABLE

There are two reasons for a student graduating without having completed the reading requirement. One, a student was readmitted to the college after an absence and the student had originally matriculated before the reading proficiency requirement was in effect. Two, the student is a transfer student who transferred into G.C.C. and received 30 credits from a previous institution(s) or already holds a postsecondary degree.

If you have any further questions on the reading requirement please contact Dean Peters (Ext. 219).

MATRICULATION

All students, both full and part-time, must file an application with the Admissions Office. All full-time students who plan to receive a degree from Genesee Community College must matriculate. Matriculation includes filing an application along with a high school transcript and any official college transcripts when applicable. The exception would be for those individuals who now have at least a baccalaureate degree. They should file an application for admission, but their transcripts may be waived by the Admissions Office.

LISTING ALTERNATE COURSES

Many students feel that it is unnecessary to list alternate courses. However, since classes fill up rapidly and sections are often closed when students register, a number of alternates need to be listed. This will assist the Advisement Center staff in making decisions for students when the courses start closing. Please encourage students to list at least an equal number of alternates to be sure that their registration is not delayed.

BEST COPY AVAILABLE

HOW TO USE THE SUGGESTED STUDY LIST

STUDENT'S NAME _____

SUGGESTED STUDY LIST - SPRING 1983

COURSES NEEDED: (Example: Eng 101)	ALTERNATE COURSES: (Example: His 210)
_____courses students	_____courses students
_____want and need to	_____could take if
_____take during the	_____courses in first
_____next term.	_____column are not
_____	_____available.
_____	_____
_____	_____
_____	_____

ADVISOR'S SIGNATURE _____

(Suggested Study List is not valid for registration unless is signed by an advisor.)

This form is to be used for all course planning by students. Each advisor should complete the two-copy NCR form. One copy is to be used by the student when coming to register and the other copy is for the advisor's file.

Advisors should review advisement records with each student and decide which courses are needed or wanted by an advisee during the next semester. These courses, generally not more than six (6), should be listed in the left-hand column of the Suggested Study List. Then students should select at least an equal number of alternate courses which are listed in the right-hand column. These courses may be selected by students if: (a) a student takes a needed course during summer school, (b) one of the needed courses is closed out or otherwise unavailable, or (c) the student decides during registration that he/she would prefer taking one of the needed courses at a later time.

To assist students during registration, advisors should indicate (perhaps with an asterisk) on Suggested Study List which courses students must take to satisfy prerequisites to other courses students wish to take.

REMEMBER: If students do not have enough alternatives on their Suggested Study List, they may be delayed in signing up for courses during registration. This typically means that other courses in which a student may be interested will close while Suggested Study Lists are being adjusted.

Students may register for any course in which they earned an IP, whether or not the student's course is noted on the Suggested Study List.

When the advisement session with the student is completed, be sure to give each advisee a copy of the Suggested Study List. This is the student's admittance ticket to registration. Students must register by the published schedule, but they must also have a signed Suggested Study List.

HOW TO USE A CURRICULUM WORKSHEET

Curriculum worksheets have been designed for use by faculty, by students, and by the Records Office. Since 1971 they have been color coded and dated. The latest worksheets are:

Goldenrod	1979 - 1980
Green	1980 - 1981
Blue	1981 - 1982
Yellow	1982 - 1983

Most sheets have date lines indicating the month and year they were typed. All curriculum worksheets follow the catalog and are approved by the appropriate Associate Dean. If worksheets are needed for students graduating under a catalog before 1979, please contact the Advisement Center. Students should be following the worksheet for the year they are admitted to their selected program.

Instruction for Use

Students and/or faculty advisors should fill in the basic information requested.

Transfer Credit

If a student indicates that he/she has transfer credit, an advisor should check the records for a copy of the Transfer Credit Evaluation Form. The advisor should write "Transfer" under Semester Taken opposite each course for which the student received credit. Be careful to check the number of credits accepted for each course.

BEST COPY AVAILABLE

Beginning in the Fall 1981 semester, transfer credits are printed on the student's transcript. The courses given credit for are listed followed by TR in the grade column.

If the student received 2 credits in ENG 101, the student need not repeat ENG 101, but he must be sure to make up that 1 credit in another subject (not necessarily in humanities). The student must also get a waiver for that 1 credit from the appropriate Associate Dean.

Advanced Placement Credit

Advanced Placement Credit is indicated on the student's transcript with a CR in the grade column opposite the appropriate course. The advisor should print CR in the grade column on the curriculum worksheet for these courses.

Course Waivers

If a student waives a course requirement and replaces it with another course, the advisor should indicate on the worksheet which course was waived and which course was used as a replacement. For each such course, a student must file a course waiver form.

On the rest of the sheet, indicate the semester in which a course was taken, the course code (ex. MAT 129) and the grade earned. Advisors should update the curriculum worksheet with their advisees.

Information on the curriculum worksheet has to be forwarded to the Advisement Center when a student applies for graduation.

STATUS CHANGE PROCEDURE:

Students who are currently enrolled at Genesee Community College and are carrying a course load of less than 12 credits are considered part-time students.

Students who are currently enrolled at Genesee Community College and are carrying a course load of 12 hours or more are considered full-time students.

If part-time students wish to change their status to full-time, they must file an application with the Admissions Office. They may be advised as full time and they will register with returning full-time students.

If full-time students wish to change their status to part time, they need not notify anyone. They should be advised as part time and they may register with returning students.

BEST COPY AVAILABLE

CURRICULUM CHANGE PROCEDURE:

Students must complete a curriculum change form for any of the following reasons:

1. The student plans to go into a different curriculum in the next semester.

2. The curriculum code indicated on their transcript is incorrect.

3. The student's curriculum code is 250 (General Studies), yet he is following one of the options.

Curriculum changes forms are available from the Advisement Office or from the Records Office.

A student must hand in his/her curriculum change form to the Advisement Office during registration in order for the student's record to be in order by the next semester.

HOW TO PLACE STUDENTS IN ENGLISH AND FOREIGN LANGUAGES

ENGLISH PLACEMENT

There are two composition sequences: English 100 & 105 and
English 101 & 102

English 100 & 105 will satisfy the composition requirement for the A.A.S. degree student. English 101 & 102 is designed to satisfy the composition requirement for the transfer student, although ENG 100 & 105 also transfer.

Any student who enters with a composite score of less than 17 on the ACT examaination (see below) should be routed into English 100 for remediation. After successful completion of English 100, students may then take English 101 & 102, or, of course, they may take ENG 105.

Entering student's English scores should be totaled with their social science and natural science scores. If the arithmetic average of the three scores is 17 or higher, they may elect to enter ENG 101. If less than 17, they should be advised into ENG 100.

More and more of our entering students have not taken the ACT exanination, and therefore the composite score that we use to place them is not available. In such cases, a judgment must be made on their high school record, the Regents Scholarship Examination score if available, and the student's own judgment about his competence in composition.

BEST COPY AVAILABLE

Please remember also that ENG 100 and EnG 105 can be used to satisfy a General Elective requirement in any program if the student completed ENG 101 & 102. Neither English 100 nor English 105 can be used to satisfy a Humanities Elective.

LANGUAGE PLACEMENT

This basic rule of thumb is that one year of high school language instruction equals one semester of college instruction. This must be qualified, however, by such factors as the grades the student received, the length of time that has elapsed since the student took the language course, etc. Thus:

1. A student who has two or three years of high school language study with a "B" or better grade, with not more than one year elapsed since the last course, may be placed in a 201 course.

2. A student who has some language instruction, but in a lesser amount or quality than above, should probably be in a 102 course.

3. A student who has had only one year of language study with two or more years of elapsed time since then, should probably be placed in a 101 course.

WHEN IN DOUBT, REFER THE STUDENT TO A LANGUAGE INSTRUCTOR.

Students will receive retroactive credit for prior courses in the sequence after they complete satisfactorily the one course into which they have been placed. Thus, a student placed in a 102 course will, upon successful completion of 102, receive credit for the 101 course. A grade of "CR" will appear on the transcript after an Advanced Placement Credit form is completed and turned in to the Records Office.

BEST COPY AVAILABLE

INTERMEDIATE STUDIES

Many different criteria are used to select students for our Intermediate Studies program. Students admitted to the college in this program register for 6 or 7 specially designed credit courses their first semester, which is considered to be a full Intermediate Studies package.

Beginning Fall 1982 students outside the program are eligible to enroll in a partial Intermediate Studies package. Students who are weak or insecure in the areas of study skills, basic math or writing skills may, with permission of their advisor, register for GED classes to improve these skills.

Reading courses to improve skills in speed and the content areas are also open to any student.

The following courses are available to the student:

GED	192	Basic Math Skills	1 credit
GED	197	Basic Writing Skills	1 credit
GED	110	Study Skills	1 credit
GED	110	College and Self	3 credits
REA	100	College Reading Skills	2 credits
REA	100	Speed Reading	1 credit
REA	190	Reading in the Content Area	1 credit

ADVANCED PLACEMENT CREDIT AND CREDIT BY EXAMINATION

Students may receive Advanced Placement credit for a course by taking an examination developed by Genesee Community College faculty. There is a fee of $15 for each test taken. Application forms for these local examinations are available in the Records Office.

Refer to the Genesee Community College Credit by Proficiency Examination Brochure for the list of local examinations. Once a student has passed an examination for advanced placement credit, the Records Office will enter that credit on the student's transcript.

Credit by Proficiency Examinations is also available to students. Again refer to the Genesee Community College Credit by Proficiency Examination Brochure to receive information on what exams are acceptable to waive requirements at G.C.C.

BEST COPY AVAILABLE

HOW TO PLACE STUDENTS IN MATHEMATICS

Placing students in their first math course is based mainly upon math courses taken by students in high school and students' educational and vocational orientations. Except for students who are required first to complete MAT 109 before registering for other math courses, any student may take any math course for which he/she met the prerequisites.

To take into account the variation in individual student interest and ability in mathematics, entry level courses in math have been divided into six recommended points of entry. Refer to the columns below and the descriptive recommendation statements that follow.

The prerequisite for math courses in columns B, C, and D is MAT 109 or equivalent; MAT 135 or equivalent is the prerequisite for column E courses, and MAT 140 or equivalent is the prerequisite for entry into MAT 141. Courses listed in column B differ from those in colum C in only one respect--the emphasis in column C courses is on applied mathematics while the emphasis in column B courses is on the exposition of mathematical ideas and phenomena.

A	B	C	C[1]	D	E	F
MAT 109	MAT 130 MAT 197	MAT 121 MAT 129 MAT 131	MAT 122 prere- quisite MAT 121	MAT 125 MAT 135	MAT 140	MAT 141

A

Required of any student who did not successfully complete elementary algebra in high school. MAT 109 is not open to students who have successfully completed a higher number math course, nor to students who have completed any algebra course. Permission from the Associate Dean is necessary to waive this requirement.

B or C

Recommended for students enrolled in the following programs who have successfully completed high school algebra:

Humanities-Social Science (AA)
General Studies/Art, Clerical Studies, General, Music, Physical Education/Sports Science, Political Science, Psychology, Recreation and Parks, Social Service (AS)
Communication and Media Arts (AS)
Commercial Art (AAS)
Accounting (AAS)
Banking (AAS)
Criminal Justice (AAS)
Hospitality Management (AAS)
Human Services (AAS)
Marketing (AAS)
Nursing (AAS)
Quality & Reliability Technology (AAS)
Retail Management (AAS)
Secretarial Sciences (AAS)
Travel and Tourism (AAS)

BEST COPY AVAILABLE

* NOTE: MAT 121 or MAT 122 recommended for Drafting, Modelmaking, and Quality & Reliability Technology.

D

Recommended for students enrolled in the following programs who successfully complete MAT 109 or the equivalent and who successfully completed at least two years of college preparatory math in high school: (Ex. Math 9 & 10):

Mathematics and Sciences (AS)
General Studies/Nursing (AS)
Data Processing (AAS)
One plus program in Medical Lab Technology
Drafting (AAS)
Modelmaking (AAS)

E

Recommended for students in the following programs (same as the programs listed under D above) who have either successfully completed MAT 135 or three years of college preparatory mathematics in high school. (Ex. Math 9 through 11)

Mathematics and Sciences (AS)
General Studies/Nursing (AS)
Data Processing (AAS)
One plus one program in Medical Lab Technology
Drafting (AAS)
Modelmaking (AAS)

F

Recommended for students in the following programs who have either successfully completed MAT 140 or four years of college preparatory mathematics in high school. (Ex. Math 9 through 11):

Mathematics and Sciences (AS)
Drafting (AAS)
Modelmaking (AAS)

BEST COPY AVAILABLE

ELECTIVE COURSES

Any course that is not specifically required for graduation in a student's curriculum is an elective. Most curriculums call for both programmatic and general electives. The former are electives which students must choose from an area of study, e.g. humanities, social science, science, etc. The latter are electives which students may choose from any area of study. Unless otherwise indicated, the electives listed below may be taken as either programmatic or general electives by students who have satisfied any prerequisites.

Business Electives

Accounting:	Any Course
Banking:	Any Course
Business:	Any Course
Data Processing:	Any Course
Retail Management:	Any Course
Secretarial Science:	Any Course
Hospitality Management:	Any Course

Fine Arts Electives

Art:	Any Course
Music:	Any Course
Theatre:	Any Course

No performance course will satisfy this type of elective.

General Education

GED 100-College and Self

GED 110-112-Study Skills

GED 192-Basic Math Skills

GED 197-Basic Writing Skills

ELECTIVE COURSES

Health & Physical Education Electives

Health Education:	Any Course
Physical Education:	Any Course
Recreation:	Any Course

Health Technology Electives

Nursing:	None

Humanities Electives

English:	Any Course except ENG 100, 101, 102, and 105
French:	Any Course
Humanities:	Any Course
Journalism:	Any Course
Literature:	Any Course
Philosophy:	Any Course
Spanish:	Any Course
Communications:	COM 101 only
Fine Arts:	Any Course
Speech:	Any Course

Mathematics Electives

Refer to section on "How to Place Students in Mathematics"

Science Electives

Biology:	Any Course
Chemistry:	Any Course
Physics:	Any Course

ELECTIVE COURSES

Social Science Electives

Anthropology:	Any Course
Economics:	Any Course
History:	Any Course
Human Relations:	HUR 101 only
Political Science:	Any Course
Psychology:	Any Course
Sociology:	Any Course

P.E. AND HEALTH REQUIREMENTS

Students beginning studies at the college in Fall 1981 or thereafter will be required to complete two credits of instruction in Health, Physical Education or Recreation.

*For students enrolling in the General Studies area beginning Fall 1981, there is a change from the previous General Studies requirement of 3 credits in Health-Physical Education to 2 credits. There is an extra 3-credit requirement in the general elective area.

WHERE TO FIND IT

Curriculum Worksheets:	Appropriate Division Office Advisement Center Admissions Office
Curriculum Change Forms:	Division Secretaries Records Office Advisement Center
Waiver Forms:	Records Office Advisement Center
Schedule:	Records Office
Catalogs:	Admissions Office
Advanced Placement Credit Information:	Records Office
Additional Suggested Study List:	Advisement Center
Advisee folder and parts of contents:	Advisement Center
A student's Advisor:	Advisement Center

REFERRAL SOURCES:

Many questions will probably arise during advisement interviews with your advisees. Some of these questions you may not be able to answer completely. The following is a list of referral sources to which you can turn.

AREA OF CONCERN	STAFF MEMBER
Advanced Placement Credit	Ann Lechner Ext. 217
Advisement Center	Pat Wormley Ext. 535 Ruth Lang Ext. 206
Business or Math/Science	Ext. 326
Cooperative Education	Debra Hill Ext. 262
Correspondence Courses	Carol Siembida Ext. 218
Early Alert Referal Counseling Advisement Center	Pat Wormley Ext. 535 Ruth Lang Ext. 206
E.O.P.	Craig Muehlig Ext. 223
Evening Credit Courses	Ray Chaya Ext. 229
Financial Aid	Craig Muehlig Ext. 223
General Counseling	Paul Balbick Ext. 257
Good Standing	Pat Wormley Ext. 535 Ruth Lang Ext. 206
Handicapped Students	Judy DeLuca Ext. 351 Judy Yager Ext. 254
Humanities or Social Science	Tom Nelson Ext. 298
* Inmate Education	Barb Durfee Ext. 225
* Intermediate Studies	Carl Wahlstrom Ext. 366
* Non-credit	Ken Witt Ext. 253
* Nursing	Ethel Martz Ext. 367
* Off-Campus Offerings	Ray Chaya Ext. 229
* Placement	Debra Hill Ext. 262
* Physical Education	Dave Peters Ext. 219
* Student Activities	Al Williams Ext. 247
* Transfer Counseling	Greg MacConnell Ext. 413
* Veterans Affairs	Joyce Mager Ext. 223
* Vocational Ed. Counseling	Susan Brown Ext. 417
* Workstudy	Craig Muehlig Ext. 223

ERIC Clearinghouse for Junior Colleges
8118 Math-Sciences Building
University of California
Los Angeles, California 90024

JUN 14 1985

BEST COPY AVAILABLE